

# School plan 2015-2017

## Merrylands High School 8227



# School background 2015–2017

## School vision statement

The school will seek to maintain the high esteem in which it is held by the community it serves. The school aims to be consistently recognised at local, state, national and international levels. As a result of strong school partnerships (with parent and community groups, as well as our partner schools), high profile state programs, an emphasis on leadership, supportive student wellbeing initiatives and quality teaching and learning, the school will be dedicated to improving student outcomes.

## School context

Merrylands High School (MHS) is situated in the Holroyd networks of schools. The school was established in 1959 as a comprehensive coeducational high school.

The school comprises of 720 students from 54 cultural backgrounds. It is the largest comprehensive high school in the area. A total of 80 % of students are from non-English speaking backgrounds with males comprising 58% of enrolment and females 42%. This includes 19 Aboriginal students (2.6%) and 52 refugee students (7.2%). Arabic, Turkish, Afghani, Hindi and Pacific Islander (Maori, Tongan and Samoan) are the most common languages other than English. This is a school community that is enriched through its ethnic diversity and social harmony.

The school has extensive educational partnerships with local partner Primary and High Schools, which supports the collective capacity to provide quality education to students within the Merrylands area. Strong university, corporate and community partnerships extend the personalised learning opportunities available to school community members. The school supports students across all transition interface points and is held in high esteem across the community.

## School planning process

In 2017, a comprehensive process was undertaken across the schools to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence was used at an event which included more than 100 representatives of staff, students, parents and community from Merrylands High School, a community forum on Staff Development Days to share ideas and to identify the priorities for the 2015–2017 plan. This process included a review of the strengths, opportunities and areas for development across the schools. Professional learning on the three strategic directions of NSW Public Schools were communicated as a basis for a shared commitment to future developments across the schools. These are:

- Consistent, high standard educational practices across our Community of Schools
- Connection learning for all students in a dynamic, integrated and holistic way
- Student success as learners, leaders and responsible and productive citizens

The Merrylands High School Plan 2015–2017 sets clear improvement measures. It forms the basis for the school's improvement and development efforts for the final year of 2015–2017 School Plan, together with the other partner schools and in partnership with parents and community. Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through implementation of the plan.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Raising expectations and enhancing the quality of student learning

### Purpose:

Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

## STRATEGIC DIRECTION 2

Fostering quality teaching and leadership

### Purpose:

Build workforce capacity through focused professional learning and development that creates a culture where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

## STRATEGIC DIRECTION 3

New and Better Ways of Delivering Public Education

### Purpose:

All staff demonstrates systems leadership and innovation within a culture of organisational improvement through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

# Strategic Direction 1: Raising expectations and enhancing the quality of student learning

## Purpose

Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

## Improvement Measures

Improved HSC value-added results.

Improved participation in academic support programs implemented by the Learning Centre Engagement Team and Learning Support staff.

Improve attendance for all students over the three year planning period.

Enhanced positive relationships between students..

Improved results for EAL/D and ATSI student's

## People

### Students

- Participate in learning opportunities.
- Collaborate with staff and peers to enrich learning .

### Staff

- Dedicate to continuous improvement to support student engagement in meaningful and challenging learning experiences.
- Utilise internal and external to inform classroom practice and personalise learning.
- Understand the needs of the multi-categorical classes

### Parents/Carers

- Participate in opportunities to support their child's learning
- Participate in staff-led workshops focusing on enriching educational experiences

### Leaders

- Lead and monitor the implementation of processes that enable staff, students and community members to thrive as learners, leaders and responsible, productive citizens.

## Processes

Provide academic support for Stage 6 students through Learning Centre Engagement Team

Enrich the learning of all students with a focus on literacy and numeracy

Create opportunities for students to develop leadership, civic, social, wellbeing and academic responsibilities through targeted programs.

## Evaluation Plan

- Data analysis of internal and external data including EALD and ATSI students
- Seek and analyse student and staff feedback on classroom practice
- Regular monitoring of attendance data.
- "Tell Them From Me" survey data completed by staff, students and parents

## Practices and Products

### Practices

- HSC students supported through one to one and group tutorial sessions by the Engagement team and by University partnership programs (e.g. UWS RAS, UTS HSC tutorial etc.
- Students utilising Engagement Team resources including wiki to expand their repertoire of study skills
- Enhance positive relationships between students through the PBL Framework..

### Products

- Improved HSC value added results
- Improved attendance for all students including ATSI over the three year planning period.
- Improved results EAL/D students
- Improved results for ATSI students
- successful transitioning of multi categorical class in MHS setting

# Strategic Direction 2: Fostering quality teaching and leadership

## Purpose

Build workforce capacity through focused professional learning and development that creates a culture where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

## Improvement Measures

Improve classroom practice to meet the learning needs of the students.

All staff improve their confidence in using internal and external data to inform classroom practice.

Staff participate in professional learning on the NESA accreditation and are supported in achieving and maintaining appropriate accreditation levels including Beginning Teachers.

## People

### Students

- Provide feedback to the school leadership on their learning needs.

### Staff

- Develop differentiated curriculum practices that enhance student learning in literacy and numeracy .
- Use student feedback, self-evaluation and professional learning to develop classroom practice.

### Parents/Carers

- Participate in workshops focusing on literacy and numeracy support their child's education.

### Leaders

- Lead professional learning on quality teaching practices to build staff capacity in the use of internal and external data to improve classroom practice.

## Processes

Teachers participate in PL program to enhance their classroom practice and their use of internal and external data led by the executive/leadership team.

- Map Year 8 and 9 students on K–10 Numeracy Continuum
- Differentiate numeracy program to support Year 8 and 9 (working with numbers with Year 9)

Integrated Curriculum (IC) model of pedagogy as a middle-years strategy to support Year 7 students in English, maths, science, HSIE

Support Beginning Teachers through a structured induction program and provide appropriate mentoring to achieve accreditation.

Executive (HT) lead change and improvement of literacy integration in classroom practice

## Evaluation Plan

- Regular feedback by staff, student and/or parent surveys.
- Conduct trend data analysis from NAPLAN and HSC results.
- Formal evaluation of classroom practice project

## Practices and Products

### Practices

- Students build capacity in literacy and numeracy.
- Resources collaboratively created by faculties to improve classroom practice.
- Students are mapped to the K–10 Numeracy Continuum to facilitate differentiated learning in the numeracy program.

### Products

- Teacher confidence increases through comprehensive TPL program focusing on classroom practice and informed by student feedback.
- Staff teaching and learning programs reflect a differentiated curriculum approach to NESA syllabus requirements.
- Beginning Teachers achieve Proficient accreditation

# Strategic Direction 3: New and Better Ways of Delivering Public Education

## Purpose

All staff demonstrates systems leadership and innovation within a culture of organisational improvement through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

## Improvement Measures

The physical and technological quality of the school learning spaces supports learning for the school community

An increase in teacher, student and parent satisfaction in the delivery of Public Education at MHS.

Increased use of the school's social media communications.

Increased opportunities to promote Public Education through scholarships and university, corporate and community partnership links.

## People

### Students

- Engage in personalised learning opportunities that support their participation in Public Education.

### Staff

- Actively use the School's learning spaces and technology to deliver quality Public Education.

### Parents/Carers

- Actively participate and promote Public Education in the community.

### Community Partners

- Continue to build and grow partnerships with DoE, local schools, universities, corporate and community partners to support the delivery of Public Education.

### Leaders

- The leadership Team will promote the quality of Public Education in the community.

## Processes

Utilise the physical, human and technological resources to support students learning.

Expand the leadership and wellbeing team to support student learning.

Expand communications practices to engage and inform the local community.

## Evaluation Plan

- Audit of current infrastructure for learning spaces.
- Audit of current technological infrastructure.
- Regular feedback by staff, student and parents including data from the "Tell Them From Me" survey.
- Data analysis from the School's social media networks.
- Feedback from MHS Leadership Team
- Ongoing evaluation of the School's involvement in scholarships and university, corporate and community partnership links.

## Practices and Products

### Practices

- The community actively use the the physical, human and technological resources to support students learning.
- Teachers, students and parents actively contribute to content for the school's social media communications.
- Improved capacity of staff, students and parents to promote the achievements of Public Education at MHS.
- Increased capacity of Leadership Team to find new and better ways to deliver Public Education.
- Teachers, students and parents applying for and receiving scholarships and award
- Teachers, students and parents participating in programs developed by community corporate partners.

### Products

- Improved learning spaces that are regularly used by teachers, students and parents.
- Growing popularity of the MHS social media networks as a means to communicate student achievement.
- Employment of targeted staff to build leadership capacity and strengthen the leadership's Team capacity to lead and manage the school.